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AUTHOR	Bromley, Hank, Ed.; Apple, Michael W., Ed.
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ABSTRACT

This book is organized in three parts that address the following broad topics related to educational computing: discursive practices, i.e., who speaks of educational computing and how (chapters 1-4); classroom practices (chapters 5-6); and democratic possibilities, i.e., the constructive potential of the technology (chapters 7-9). Following an introduction, "Data-Driven Democracy? Social Assessment of Educational Computing" (Hank Bromley), the chapters include the following: (1) "The Mythic Machine: Gendered Irrationalities and Computer Culture" (Zoe Sofia); (2) "The Everyday Aesthetics of Computer Education" (Anthony P. Scott); (3) "Telling Tales out of School: Modernist, Critical, and Postmodern 'True Stories' about Educational Computing" (Mary Bryson & Suzanne de Castell); (4) "Computer Advertising and the Construction of Gender" (Matthew Weinstein); (5) "I Like Computers, but Many Girls Don't: Gender and the Sociocultural Context of Computing" (Brad R. Huber & Janet Ward Schofield); (6) "You Don't Have To Be a Teacher To Teach This Unit: Teaching, Technology, and Control in the Classroom" (Michael W. Apple & Susan Jungck); (7) "Control and Power in Educational Computing" (Peter H. Kahn, Jr. & Batya Friedman); (8) "Using Computers To Connect across Cultural Divides" (Brigid A. Starkey); and (9) "Learning To Exercise Power: Computers and Community Development" (Antonia Stone). Author and subject indexes are included. (Contains 347 references.) (DLS)

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